DOCUMENT RESUME

ED 318 510 JC 900 232

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TITLE Results of the 1988 Graduate Follow-Up Survey & Graduate Employer Survey.
INSTITUTION Anne Arundel Community Coll., Arnold, Md.
PUB DATE Jan 90
NOTE 49p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Graduates; Community Colleges; *Education Work Relationship; *Employer Attitudes; Employment Patterns; Graduate Surveys; Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Questionnaires; Student Educational Objectives; Two Year Colleges

ABSTRACT

A follow-up survey was administered to all 1988 Anne Arundel Community College (AACC) graduates in order to evaluate the degree to which AACC assisted its students in achieving their goals. The second phase was a survey which solicited information from the employers of the graduates. Survey findings were used to compare AACC to other Maryland community colleges of the same size and with state norms. The phase 1 surveys were mailed to all 752 1988 AACC graduates. Survey findings, based on a 64% response rate, included the following: (1) 96% of the respondents rated the overall quality of AACC as good or very good, a higher percentage than peer colleges and the state average; (2) when asked if they would attend the same school again, 95% indicated they definitely or probably would; (3) reasons for attending AACC were to prepare for transfer to a four-year school (68%), earn an associate in arts degree (79%), and obtain a salary increase or job promotion (43%); and (4) more AACC graduates reported continuing their education at another college or university (53%) than did graduates from peer colleges (49%) and graduates from the rest of the state community colleges (43%). Of the 120 graduate employer surveys mailed, 50 were returned. Responses indicated that 96% considered the AACC graduates' overall preparation for employment as good or very good, which was the highest percentage among the state peer colleges. The graduates' specific program of study was an important or very important hiring factor for 62% of the respondents. Data tables, survey instruments, and employers' responses are appended. (WJT)

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Results of the 1988 Graduate Follow-Up Survey & Graduate Employer Survey

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Laurie T. O'Grady
Anne Arundel Community College
Office of Planning and Research
January, 1990

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SECTION I

Results of the Follow-Up Survey of 1988
Maryland Community College Graduates:

Anne Arundel Community College
in Comparison to its Peer Community Colleges
and Community Colleges in the Rest of the State

Results of the Follow-Up Survey of 1988 Maryland Community College Graduates: Anne Arundel in Comparison to its State Peers and the Rest of the State

Introduction

During the 1989 Spring semester a follow-up survey was administered to all 1988 Maryland community college graduates (see Appendix). The purpose of the survey was to evaluate the degree to which the community colleges assist their students in the achievement of their goals. The graduate follow-up survey is conducted biennially by the Maryland community colleges in conjunction with the State Board for Community Colleges (SBCC).

This study compares the responses of Anne Arundel's graduates to those of our FTE-defined state peer colleges--Baltimore, Catonsville, Essex, Montgomery, and Prince George's--and to the graduates from the remaining state community colleges.

Methodology

Graduate Follow-Up Surveys were mailed to all 752 1988 Anne Arundel graduates. Of the 752 graduates surveyed, 446 responded; excluding the 56 surveys returned as undeliverable, this yielded an adjusted response rate of 64 percent.

The demographics of Anne Arundel's respondents were quite similar to those of the total 1988 Anne Arundel graduate population, indicating a representative sample.

TABLE 1

RESPONDENTS VS. GRADUATES

	Respondents	Graduates
Female	65%	62%
White	93%	93%
Age 25-39	36%	38%
Goal=A.A.	79%	79%
Goal=Certificate	8%	9%

Results

Satisfaction with College

Anne Arundel's graduates were quite satisfied with the College. In fact, in relation to our peer colleges and the rest of the state community colleges, a higher percentage of Anne Arundel's respondents rated the following aspects of the College as either good or very good:

overall quality of the college (96%); quality of classroom instruction (95%); class scheduling (81%); faculty availability and helpfulness (87%); quality of laboratory equipment (74%); student activities (66%); reading skills improvement courses (73%); and math skills improvement courses (81%) (see Figure 1).

In terms of our English skills improvement courses, job placement services, and academic advising, Anne Arundel was rated higher or comparably to our peer colleges, but lower than the rest of the state community colleges (see Figure 1).

To further measure satisfaction with the graduates' community college experience, graduates were asked, "if you had to do it over again, would you attend this community college?" Ninety-five percent of the respondents from Anne Arundel indicated they would probably or definitely attend Anne Arundel again, higher than the responses from graduates of our peer colleges (90%) and the rest of the state community colleges (92%) (see Figure 2a). To assess program satisfaction, graduates were asked, "if you had to do it over again, would you enroll in the same program?" Seventy-nine percent of Anne Arundel's respondents indicated that they would probably or definitely enroll in the same program again, higher than the responses from graduates of our peer colleges (73%) and the rest of the state community colleges (77%) (see Figure 2b).

Reason for Attending

Graduates were asked to rate the importance of ten factors in their decision to attend a community college. Table 2 provides a listing of these factors and the percent of graduates who rated each factor as a very important, somewhat important, or not important reason for their community college attendance. As shown in Table 2 to **earn an associate in arts degree** and **prepare for transfer to a four-year institution** were chosen by the most Anne Arundel graduates as very important reasons for attending the community college. Examples of "other" reasons given by graduates for attending a community college included low cost, convenient location, job requirement, to meet people, and low high school grades.

In comparison to peer college graduates and graduates from the rest of the state community colleges, a fewer percentage of Anne Arundel graduates rated to **prepare for entry into a first or different career**, and to **obtain a salary increase or job promotion** as very important reasons for attending the community college. However, a higher percentage of Anne Arundel graduates reported that they attended the community college to **prepare for transfer to a four-year institution.**

Graduates were next asked to indicate from the list of ten factors their single most important reason for deciding to attend a community college. Over one-third (38%) of the respondents from Anne Arundel indicated that the single most important reason in their decision to attend a community college was to **prepare for transfer to a four-year institution**--much higher than the responses from peer college graduates

(27%) and graduates from the rest of the state community colleges (26%) (see Table 3a).

To determine whether the community colleges met the educational goals of their students, graduates were asked if they had achieved their primary goal by the time of graduation from the community college. Ninety-six percent of Anne Arundel's graduates indicated that their goal had been either partly or completely achieved--slightly higher than the goal achievement rates for peer college graduates (95%) and for graduates from the rest of the state community colleges (95%) (see Table 3b).

Personal Development

To determine the degree to which the college contributed to the personal development of its graduates, graduates were given a list of ten areas and asked to rate on a continuum from "a great deal" to "not at all", the degree to which the community college affected them in these areas. As shown in Table 4, Anne Arundel graduates reported that the College contributed a great deal in helping them to **clarify educational or career goals, enhance self-confidence,** and **increase enjoyment of learning.**

Current Work/Education Status

Graduates were asked to indicate their current work and education status by identifying all roles applicable to them. As shown in Table 5, 81 percent of Anne Arundel's graduates were employed either full-time or part-time. By comparison, 87 percent of the peer college graduates and 82 percent of the graduates from the rest of the state community colleges reported employment. By examining the full-time and part-time employment of graduates separately, we can see that in comparison to other community college graduates, fewer Anne Arundel graduates were employed full-time, but more Anne Arundel graduates were employed part-time.

Fifty-one percent of the Anne Arundel graduates responded that they were currently students: 32 percent were full-time students and 19 percent were part-time students. The percent of other Maryland community college graduates who were currently students was lower than the percent of Anne Arundel graduates--45 percent for peer college graduates and 44 percent for graduates from the rest of the community colleges.

In comparison to other community college graduates, more Anne Arundel graduates reported that their primary reason for attending a community college was to prepare for transfer to a four-year institution and less reported that they attended a community college to prepare for employment. It is logical, therefore, that more Anne Arundel graduates continued their education after graduating from the College and less were employed.

Transfer

Transfer Status

Over half (53%) of Anne Arundel's graduates reported that they had taken at least one course at another college or university since graduating from Anne Arundel (see Table 6). More had continued as full-time students (36%) than as part-time students (14%) after graduating from Anne Arundel. More Anne Arundel graduates reported continuing their education than did graduates from peer colleges (49%) and graduates from the rest of the state community colleges (43%).

TABLE 6

TAKEN COURSES AT ANOTHER COLLEGE/UNIVERSITY
SINCE ATTENDING THE COMMUNITY COLLEGE

	Anne Arundel	Peers	Rest of State
Yes, Full-time	36% (163)	28% (456)	27% (397)
Yes, Part-time (Degree Seeking)	14% (63)	18% (288)	13% (186)
Yes, Part-time (Non-Degree Seeking)	3% (14)	3% (53)	3% (47)
No	46% (206)	51% (833)	57% (843)

Transfer Institutions

Those graduates who indicated that they had taken courses at another college or university since graduating from the community college were asked to give the names of these colleges. As shown in Table 7a, the largest numbers of Anne Arundel graduates chose to attend UMBC (26%), Towson (16%) and UMCP (14%). These three institutions also attracted the most peer college graduates, but in different proportions--UMCP (20%), Towson (18%) and UMBC (12%). The top choices for graduates from the rest of the state community colleges were Towson (16%), Frostburg (14%), UMBC (10%), and private out-of-state colleges (10%).

Degree Intent

Eighty-eight percent of Anne Arundel's graduates intended to earn a degree at their transfer institution; three percent were not sure and nine percent were not degree seeking (see Table 7b). The percent of peer college graduates and graduates from the rest of the state community colleges who intended to earn a degree at their transfer institution was 84 percent and 81 percent, respectively.

Transfer Programs

Eighty-eight percent of the graduates from Anne Arundel enrolled in programs related to their community college studies (see Table 8). By comparison, the percentage of peer college graduates and graduates from the rest of the state community colleges enrolled in programs related to their community college studies was 83 percent and 87 percent, respectively.

TABLE 8

TRANSFER PROGRAM IN RELATION TO COMMUNITY COLLEGE PROGRAM

	Anne Arundel	Peers	Rest of State
Same Academic Field	47% (113)	50% (399)	52% (324)
Somewhat Related Academic Field	41% (98)	33% (262)	35% (215)
Different Academic Field	12% (28)	17% (139)	13% (81)

Total Credits Earned and Grade Point Average

Graduates were asked to report the total credits they had earned at their transfer institution. Table 9 displays the average number of credits earned by Anne Arundel graduates (24), peer college graduates (25) and graduates from the rest of the state (21). Also displayed in Table 9 are the mode, standard deviation and range of credits earned.

TABLE 9

CREDITS EARNED AT TRANSFER INSTITUTION

	Anne Arundel	Peers	Rest of State
Mean	24	25	21
Mode	15	12	15
SD	20	25	20
Minimum	1	1	2
Maximum	121	143	152

Graduates were next asked to provide their overall grade point average (GPA) for credits earned at the college or university they were attending. Graduates from Anne Arundel reported doing well academically at their transfer institutions: the average GPA for our graduates was 3.11--slightly higher than the average GPA's of peer college graduates (3.07) and graduates from the rest of the state community colleges (3.06) (see Figure 3).

Credit Hours Transferred

As shown in Table 10, graduates from Anne Arundel reported losing fewer credits when they transferred than did other Maryland community college graduates: an average loss of 6 credits, versus 10 credits for peer college graduates and 12 credits for graduates from the rest of the state community colleges. Over three-fourths (77%) of Anne Arundel graduates reported losing six or fewer credits.

TABLE 10

TOTAL CREDIT HOURS TRANSFERRED

	Anne Arundel	Peers	Rest of State
Total N	151	425	237
All Accepted	48%	32%	15%
1-3 Lost	18%	21%	25%
4-6 Lost	11%	13%	21%
7-12 Lost	10%	13%	16%
13-20 Lost	6%	9%	11%
> 20 Lost	7%	12%	12%
X	6	10	12

Transfer Preparation

The graduates were asked to rate how well their studies at the community college prepared them for transfer. Eighty-four percent of the responding graduates from Anne Arundel said their community college preparation for transfer was very good or good (see Figure 4). By comparison, 80 percent of the peer college graduates and 82 percent of the rest of the state graduates reported that their community college preparation was very good or good.

Graduate Employment

Employment Status

Eighty-six percent of the graduates were employed when surveyed, most full-time (35 or more hours per week). Only five percent were unemployed and seeking work. The distribution of employment status for the respondents is displayed in Table 11.

TABLE 11

CURRENT WORK STATUS OF ANNE ARUNDEL GRADUATES

	Respondents	Percent
Employed full-time	246	55%
Employed part-time	116	26%
Unemployed and seeking work	23	5%

Job Location

Seventy-two percent of the employed Anne Arundel graduates had jobs located in Anne Arundel County (see Figure 5). Other job locations for our graduates included Baltimore City (8%), Prince George's County (7%), Baltimore County (6%), Howard County (2%), and the remaining Maryland counties (4%).

Employment in Field

As shown in Table 12, 77 percent of the employed Anne Arundel graduates were working in jobs related to their community college program--fairly consistent with the percent of peer college graduates (76%) and graduates from the rest of the state community colleges (78%) employed in their field.

TABLE 12

RELATIONSHIP OF JOB TO COMMUNITY COLLEGE PROGRAM

	Anne Arundel	Peers	Rest of State
Same Field	41% (146)	47% (635)	48% (552)
Somewhat Related Field	36% (129)	29% (396)	30% (341)
Different Field	22% (78)	24% (317)	22% (258)

Time of Employment

Most (62%) of the employed Anne Arundel graduates had obtained their jobs prior to or during their attendance at Anne Arundel Community College (see Table 13). Only 38 percent had obtained their current employment position after graduating from the community college. The percent of peer college graduates and graduates from the rest of the state community colleges that obtained employment after graduating from a community college was higher--40 percent and 43 percent, respectively.

TABLE 13

PERIOD WHEN GRADUATE BEGAN PRESENT JOB

	Anne Arundel	Peers	Rest of State
Before Attending Community College	114 (33%)	397 (30%)	309 (27%)
While Attending Community College	103 (29%)	405 (30%)	346 (30%)
After Graduating from Community College	133 (38%)	542 (40%)	500 (43%)

Employment Preparation

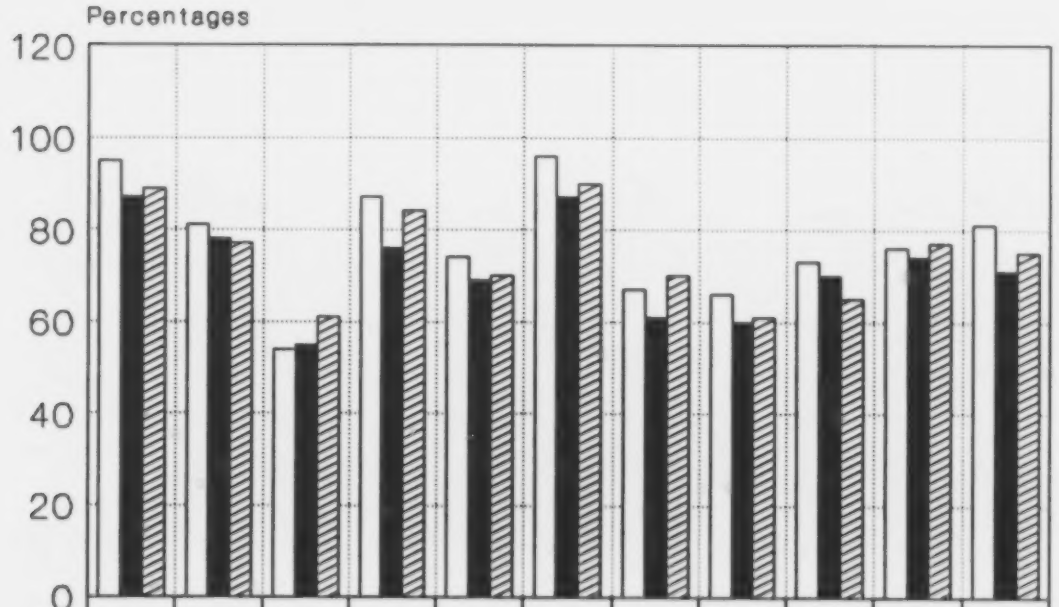
The graduates were asked to rate how well their community college had prepared them for employment using a five-point scale from "very poor" to "very good" preparation. As illustrated in Figure 6, 73 percent of the employed Anne Arundel graduates rated the employment preparation they received at Anne Arundel as good or very good. By comparison, 74 percent of the peer college graduates and 77 percent of the graduates from the rest of the state community colleges rated their employment preparation as good or very good.

Employment/Transfer/Placement Summary for 1988 Anne Arundel Graduates

Table 14 displays by program: (a) the number of degrees awarded, (b) the number of graduates who transferred to a four-year institution, (c) the total number of graduates employed, (d) the percent of graduates employed in a field related to their community college program, and (e) the median salaries for graduates employed in a field related to their community college program.

Percent of Respondents Who Rated Aspects of Community College As Very Good or Good

1 Instruction
2 Scheduling
3 Job Placement
4 Faculty
5 Lab Equipment
6 College (overall)
7 Academic Advising
8 Student Activities
9 Reading Skills Course
10 English Skills Course
11 Math Skills Course



	1	2	3	4	5	6	7	8	9	10	11
Anne Arundel	95%	81%	54%	87%	74%	96%	67%	66%	73%	76%	81%
Peers	87%	78%	55%	76%	69%	87%	61%	60%	70%	74%	71%
Rest of State	89%	77%	61%	84%	70%	90%	70%	61%	65%	77%	75%

FIGURE 1

FIGURE 2a

Would You Attend This Community College Again?

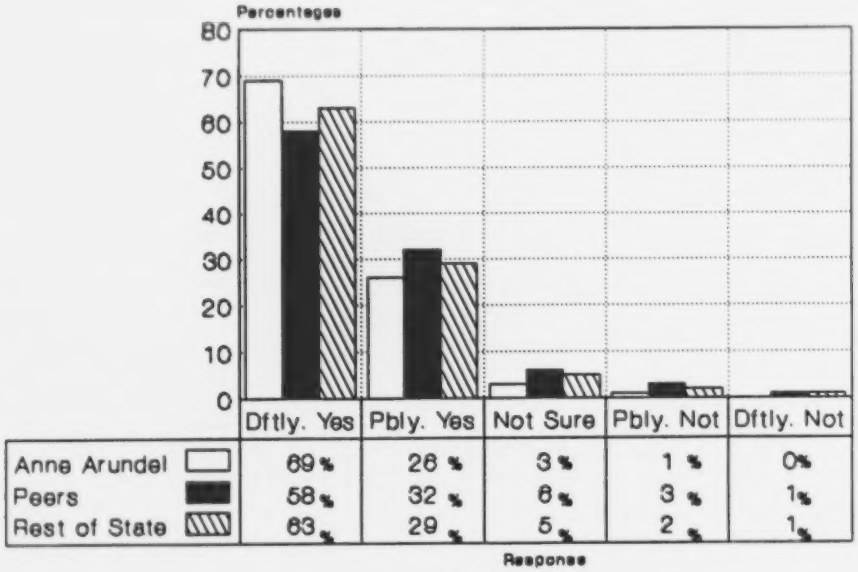


FIGURE 2b

Would You Enroll In The Same Program?

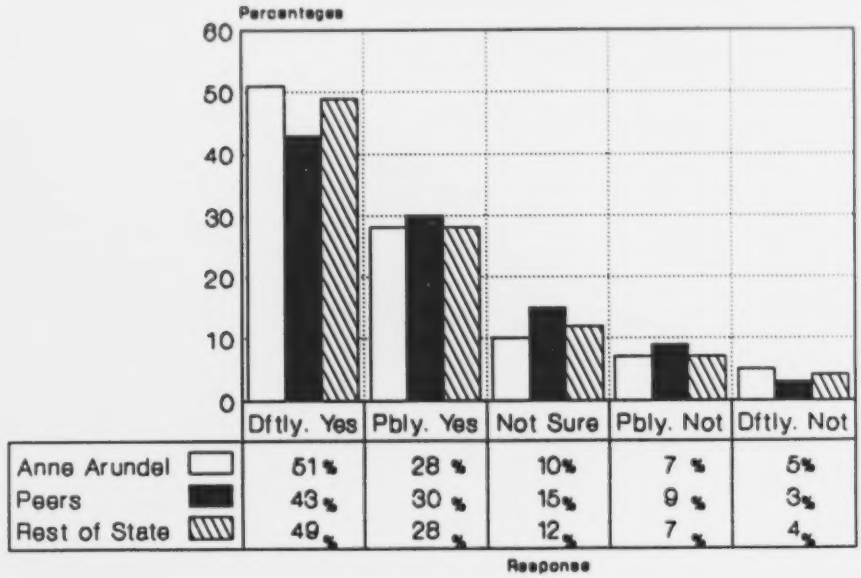


TABLE 2

REASONS FOR ENTERING COMMUNITY COLLEGE
1988 MARYLAND COMMUNITY COLLEGE GRADUATES

	Very Important		Somewhat Important		Not Important		Rank
	N	%	N	%	N	%	(Very Important)
I. Prepare for Entry into First Career							
Anne Arundel	131	32%	105	25%	178	43%	6
Peers	578	39%	313	21%	577	39%	4
Rest of State	525	39%	295	22%	512	38%	4
II. Prepare for Entry into Different Career							
Anne Arundel	126	30%	97	23%	192	46%	7
Peers	526	35%	369	25%	586	40%	5
Rest of State	457	34%	352	26%	535	40%	5
III. Update Skills for Current Job							
Anne Arundel	134	32%	107	26%	176	42%	5
Peers	506	34%	382	26%	584	40%	6
Rest of State	444	33%	306	23%	588	44%	6
IV. Prepare for Transfer to Four-Year Institution							
Anne Arundel	289	68%	81	19%	58	14%	2
Peers	969	63%	359	23%	215	14%	2
Rest of State	746	54%	324	23%	314	23%	2
V. Self-Enrichment/Courses of Interest Only							
Anne Arundel	66	16%	175	42%	173	42%	9
Peers	272	19%	578	40%	592	41%	9
Rest of State	242	18%	536	40%	551	41%	9

TABLE 2

REASONS FOR ENTERING COMMUNITY COLLEGE
1988 MARYLAND COMMUNITY COLLEGE GRADUATES
(Continued)

	Very Important		Somewhat Important		Not Important		Rank
	N	%	N	%	N	%	(Very Important)
VI. Explore New Occupational Area							
Anne Arundel	126	31%	140	34%	145	35%	7
Peers	480	33%	467	32%	511	35%	7
Rest of State	439	33%	463	35%	433	32%	7
VII. Explore New Academic Area							
Anne Arundel	136	33%	164	40%	115	28%	4
Peers	465	32%	538	37%	444	31%	8
Rest of State	411	31%	530	40%	387	29%	8
VIII. Obtain Salary Increase and/or Job Promotion							
Anne Arundel	176	43%	98	24%	138	34%	3
Peers	688	46%	328	22%	467	32%	3
Rest of State	597	45%	294	22%	450	34%	3
IX. Earn an Associate in Arts Degree							
Anne Arundel	337	79%	67	16%	21	5%	1
Peers	1268	81%	209	13%	86	6%	1
Rest of State	1099	78%	222	16%	86	6%	1
X. Other							
Anne Arundel	47	77%	5	8%	9	15%	10
Peers	174	75%	8	3%	50	22%	10
Rest of State	132	69%	11	6%	48	25%	10

TABLE 3a

SINGLE MOST IMPORTANT REASON FOR ATTENDING COMMUNITY COLLEGE
1988 MARYLAND COMMUNITY COLLEGE GRADUATES

Reason for Attending Community College	Anne Arundel	Peers	Rest of State
Prepare for entry into first career	32 (7%)	247 (15%)	223 (15%)
Prepare for entry into different career	54 (12%)	206 (13%)	217 (15%)
Update skills for current job	21 (5%)	83 (5%)	66 (5%)
Prepare for transfer to 4-year institution	169 (38%)	434 (27%)	385 (26%)
Self-enrichment/courses of interest only	16 (4%)	42 (3%)	47 (3%)
Explore new occupational area	6 (1%)	49 (3%)	58 (4%)
Explore new academic area	2 (1%)	12 (1%)	16 (1%)
Obtain salary increase and/or job promotion	32 (7%)	105 (7%)	114 (8%)
Earn an associate in arts degree	87 (20%)	354 (22%)	274 (19%)
Other	21 (5%)	85 (5%)	57 (4%)

TABLE 3b

GOAL ACHIEVEMENT BY TIME OF GRADUATION FROM COMMUNITY COLLEGE
1988 MARYLAND COMMUNITY COLLEGE GRADUATES

	Anne Arundel	Peers	Rest of State
Achieved Completely	330 (75%)	1152 (71%)	986 (68%)
Achieved Partly	90 (21%)	387 (24%)	387 (27%)
Not Achieved	20 (4%)	77 (5%)	84 (6%)

TABLE 4

DEGREE TO WHICH ATTENDING COMMUNITY COLLEGE
CONTRIBUTED TO PERSONAL DEVELOPMENT OF STUDENTS
1988 MARYLAND COMMUNITY COLLEGE GRADUATES

	A Great Deal		More		A Fair Amount		Some		Not At All	
	N	%	N	%	N	%	N	%	N	%
I. Improved Writing Skills										
Anne Arundel	100	23%	97	22%	185	42%	31	7%	24	6%
Peers	427	27%	393	25%	537	34%	111	7%	110	7%
Rest of State	369	26%	371	26%	497	34%	120	8%	82	6%
II. Enhanced Appreciation of Art, Music, or Literature										
Anne Arundel	62	14%	79	18%	116	27%	86	20%	91	21%
Peers	264	17%	247	16%	459	29%	242	16%	344	22%
Rest of State	204	14%	253	18%	401	28%	235	17%	333	23%
III. Increased Ability to Use Mathematics										
Anne Arundel	79	18%	105	24%	135	31%	58	13%	58	13%
Peers	286	18%	366	23%	507	33%	199	13%	202	13%
Rest of State	302	21%	360	25%	423	29%	189	13%	162	11%
IV. Improved Understanding of Science and Technology										
Anne Arundel	89	20%	105	24%	134	31%	64	15%	44	10%
Peers	376	24%	378	24%	463	29%	202	13%	149	10%
Rest of State	374	26%	356	25%	396	28%	167	12%	137	10%
V. Increased Attentiveness to News and World Events										
Anne Arundel	44	10%	122	28%	135	31%	75	17%	57	13%
Peers	230	15%	322	21%	499	32%	288	18%	222	14%
Rest of State	208	15%	328	23%	471	33%	249	17%	171	12%

TABLE 4

DEGREE TO WHICH ATTENDING COMMUNITY COLLEGE
CONTRIBUTED TO PERSONAL DEVELOPMENT OF STUDENTS
1988 MARYLAND COMMUNITY COLLEGE GRADUATES
(Continued)

	A Great Deal		More		A Fair Amount		Some		Not At All	
	N	%	N	%	N	%	N	%	N	%
VI. Clarified Educational or Career Goals										
Anne Arundel	145	33%	138	31%	102	23%	37	8%	17	4%
Peers	571	36%	489	31%	313	20%	127	8%	77	5%
Rest of State	548	38%	434	30%	295	20%	97	7%	71	5%
VII. Enhanced Self-Confidence										
Anne Arundel	156	35%	149	34%	105	24%	26	6%	5	1%
Peers	551	35%	522	33%	338	21%	96	6%	66	4%
Rest of State	538	37%	505	35%	291	20%	61	4%	47	3%
VIII. Improved Reading Comprehension										
Anne Arundel	61	14%	117	27%	153	35%	69	16%	38	9%
Peers	275	18%	395	25%	486	31%	214	14%	184	12%
Rest of State	237	17%	385	27%	487	34%	175	12%	149	10%
IX. Increased Knowledge of Other Cultures and Periods of History										
Anne Arundel	59	14%	89	21%	124	29%	84	20%	74	17%
Peers	224	15%	291	19%	443	29%	288	19%	282	18%
Rest of State	152	11%	243	17%	413	30%	314	23%	274	20%
X. Increased Enjoyment of Learning										
Anne Arundel	165	38%	132	30%	104	24%	22	5%	16	4%
Peers	573	37%	458	29%	376	24%	91	6%	64	4%
Rest of State	529	37%	410	28%	372	26%	74	5%	56	4%

TABLE 5

CURRENT WORK/EDUCATION STATUS
OF 1988 MARYLAND COMMUNITY COLLEGE GRADUATES

	Anne Arundel		Peers		Rest of State	
Current Status	N	%	N	%	N	%
Employed full-time	246	55%	1053	65%	886	60%
Employed part-time	116	26%	357	22%	325	22%
Full-time student	141	32%	419	26%	398	27%
Part-time student	83	19%	306	19%	248	17%
Active Military	7	2%	15	1%	12	1%
Full-time Homemaker	37	8%	72	4%	109	7%
Unemployed and seeking a job	23	5%	52	3%	53	4%
Retired	5	1%	12	1%	13	1%

Note: Percentages do not total 100 percent because graduates were instructed to check all categories that apply.

TABLE 7a

COLLEGE/UNIVERSITY MOST RECENTLY ATTENDED
BY COMMUNITY COLLEGE GRADUATES

School	Anne Arundel		Peers		Rest of State	
	N	%	N	%	N	%
UMCP	33	14%	163	20%	58	9%
UMBC	63	26%	99	12%	63	10%
UMUC	20	8%	58	7%	26	4%
UMES	---	---	---	---	2	0%
Towson	38	16%	144	18%	101	16%
Salisbury	4	2%	4	1%	34	5%
Frostburg	1	0%	4	1%	88	14%
Morgan	2	1%	20	2%	5	1%
U of B	32	13%	85	10%	50	8%
St. Mary's	---	---	1	0%	16	2%
Coppin	---	---	8	1%	1	0%
Bowie	4	2%	9	1%	1	0%
Private MD	19	8%	84	10%	48	7%
Private Non-MD	5	2%	66	8%	64	10%
Public Non-MD	10	4%	22	3%	30	5%
Other MD C C	3	1%	27	3%	46	7%
Same C C	1	0%	16	2%	10	2%
Other	8	3%	12	2%	9	1%

TABLE 7b

INTENT OF GRADUATES TOWARDS EARNING A DEGREE
AT ABOVE NAMED INSTITUTIONS

	Anne Arundel		Peers		Rest of State	
	N	%	N	%	N	%
Yes	214	88%	691	84%	528	81%
No	22	9%	80	10%	89	14%
Not Sure	8	3%	47	6%	35	5%

Cumulative GPA of Graduates At Transfer Institution

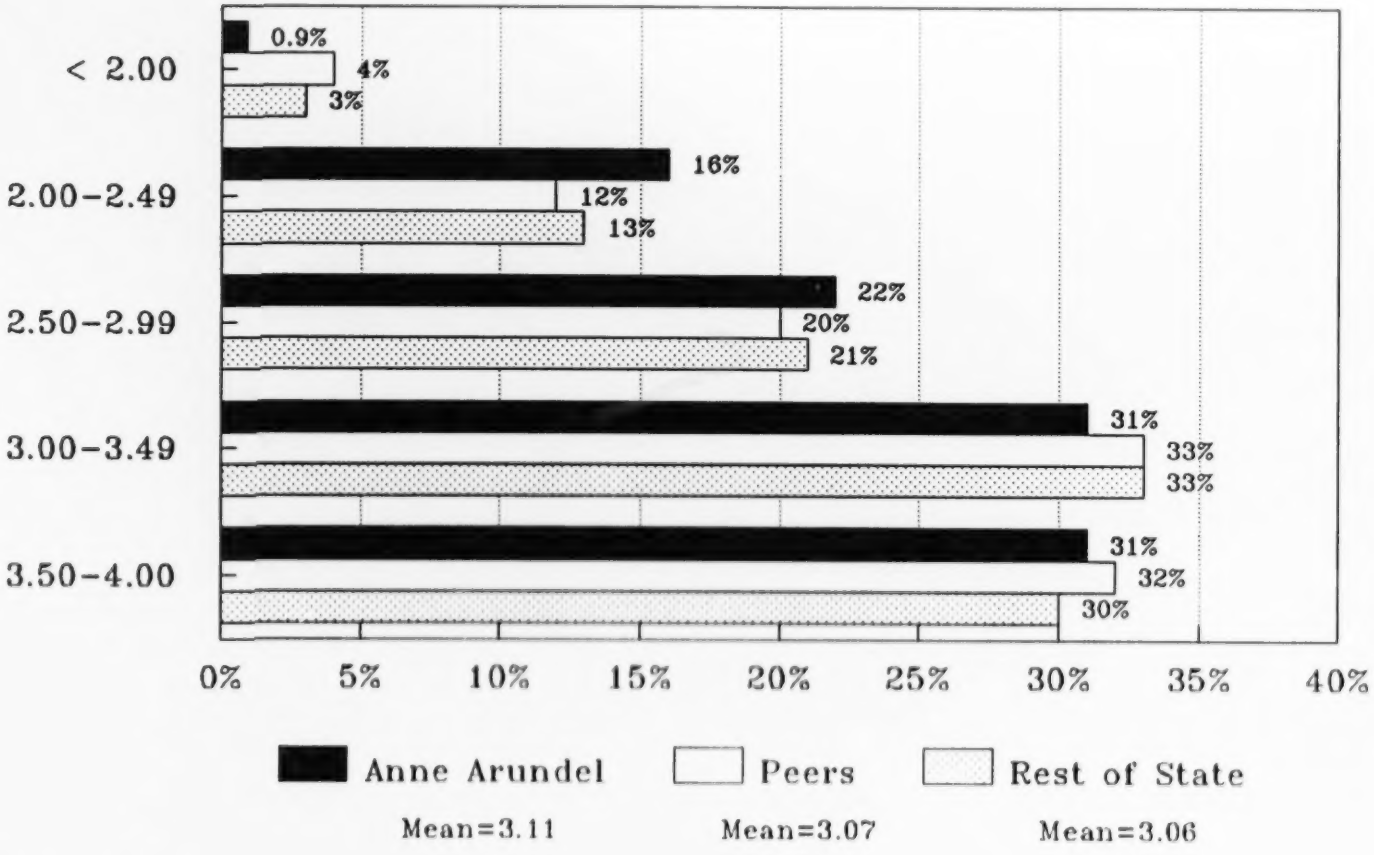


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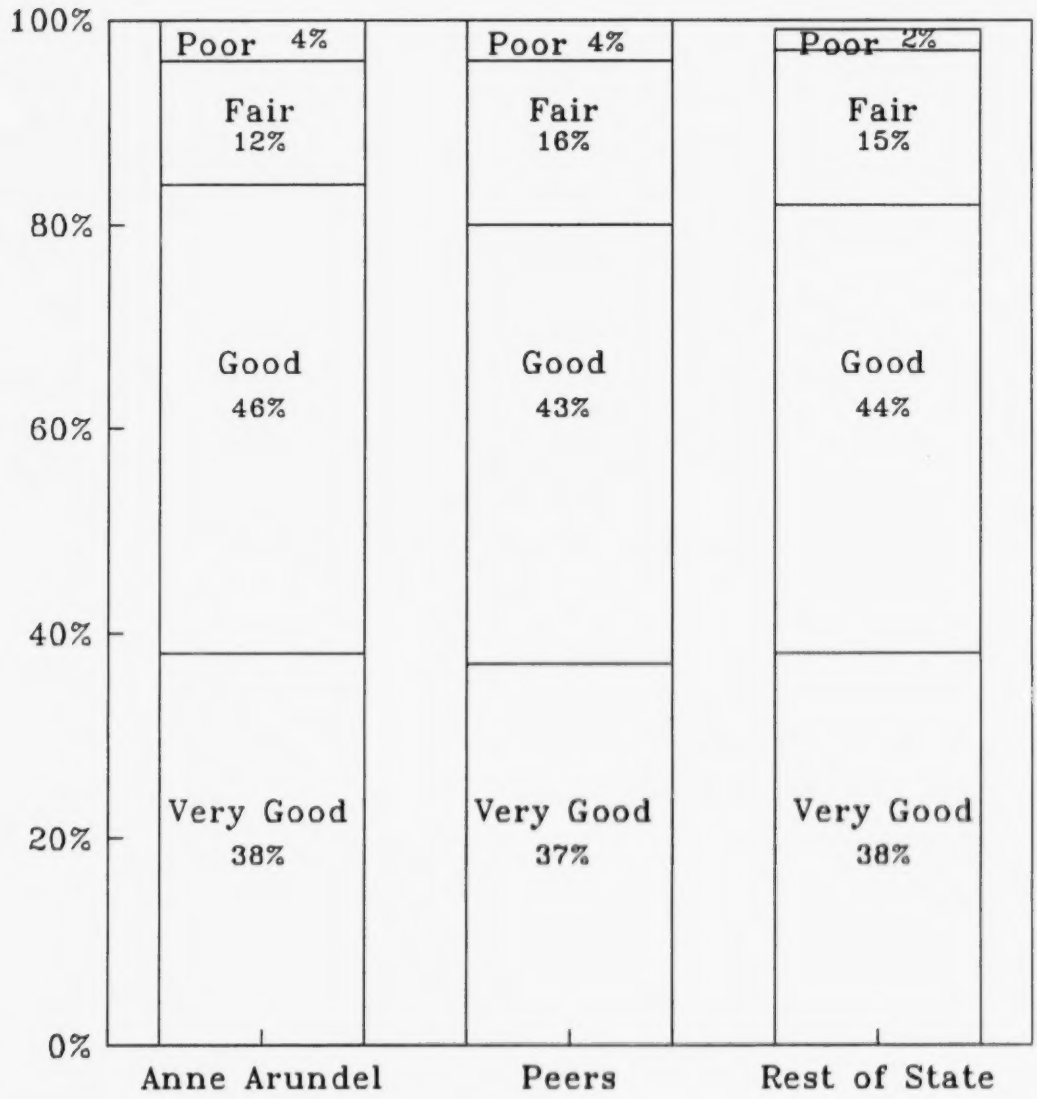
FIGURE 3

FIGURE 4

Graduate Satisfaction with Transfer Preparation



Due to the small number of "poor" and "very poor" responses, these two categories were combined into "poor".

FIGURE 5

Location of Graduates Current Job

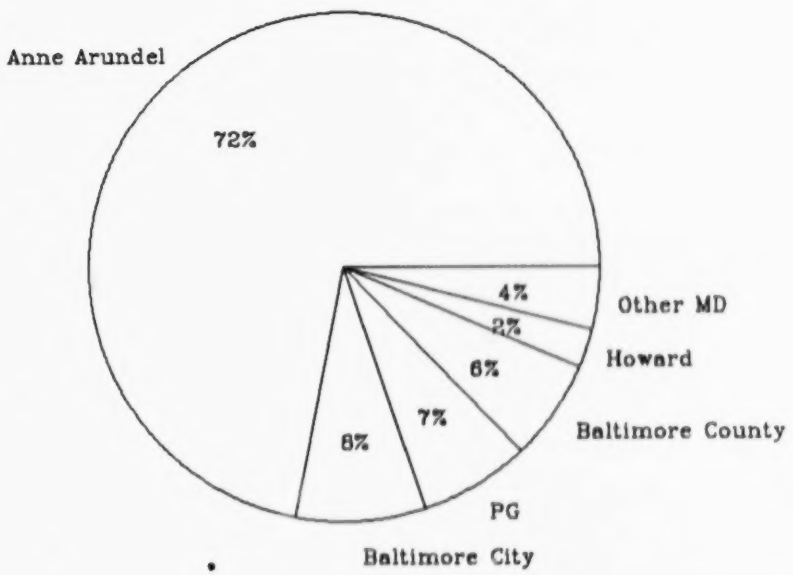
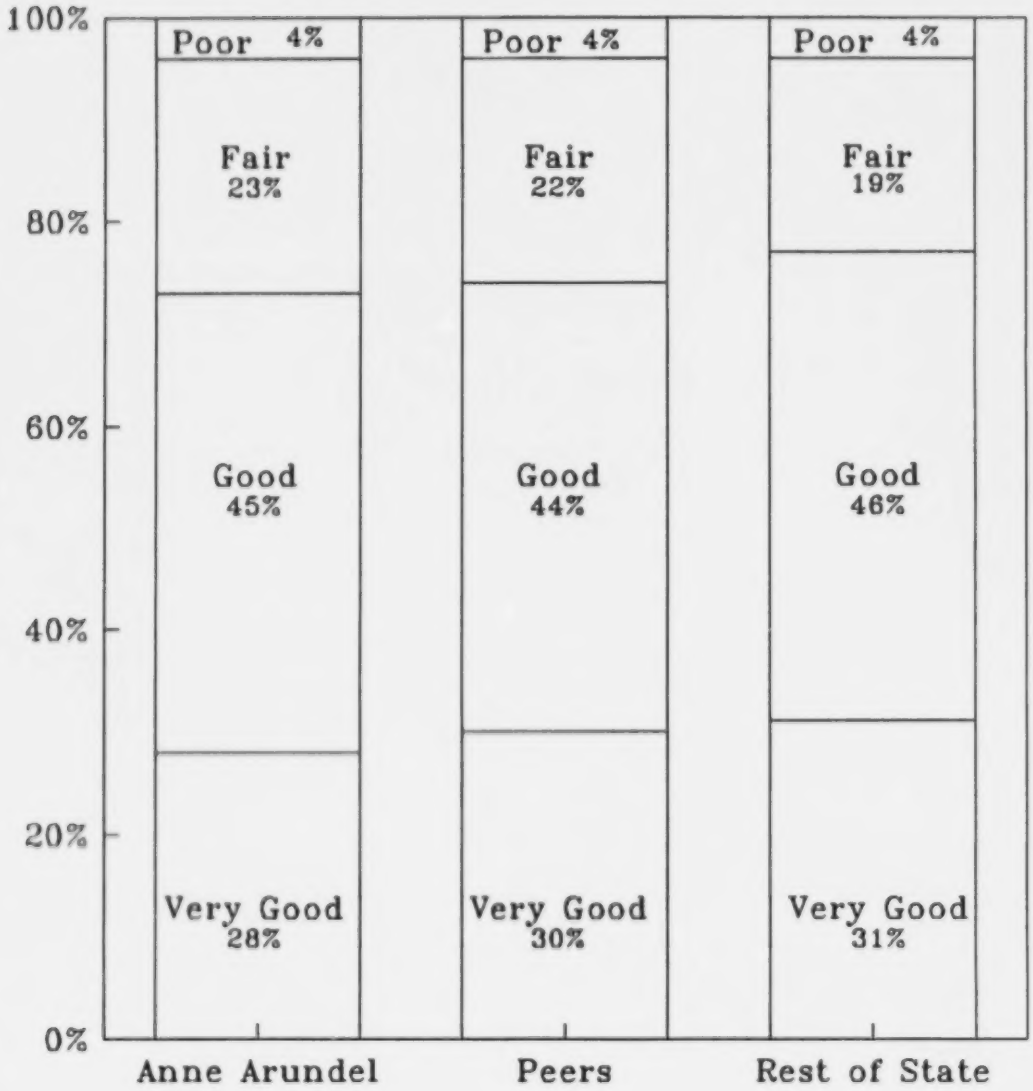


FIGURE 6

Graduate Satisfaction with Employment Preparation



Due to the small number of "poor" and "very poor" responses, these two categories were combined into "poor".

TABLE 14

Employment/Transfer/Placement
Summary on the Class of 1988

AA DEGREE AND CERTIFICATE	Degrees Received	Transfers	Total Employed	Employment Data: Employment in Field No.	% Total Employed	Median Salary	No Info.
Architecture Technology	1	0	0	N/A	N/A	N/A	1
Business Management	90	16	49	46	94%	$25,000	38
Communication Arts Technology	11	4	4	3	75%	$52,500	6
Data Processing, Computer Operations	45	8	30	27	90%	$24,420	15
Electrical Engineering Technology	26	3	13	12	92%	$24,050	13
EMT Paramedic	12	3	9	9	100%	$26,000	3
Financial Accounting	14	4	10	10	100%	$24,000	4
Human Services	12	6	7	4	57%	$15,500	5
Law Enforcement and Criminal Justice	25	7	11	11	100%	$30,500	14
Manufacturing Technology	2	0	2	2	100%	$31,250	0
Medical Assisting	7	0	2	2	100%	$17,000	5
Music	1	1	0	N/A	N/A	N/A	1
Nursing (R.N.)	55	5	20	20	100%	$25,000	35
Office Technology	23	4	13	13	100%	$17,500	10
TOTAL	324	61	170	159			150
TRANSFER							
Arts and Sciences	32	11	10	6	60%	$20,000	23
Business and Public Administration	90	41	42	25	60%	$22,050	51
Computer Science	26	15	13	11	85%	$21,500	13
Education	20	8	7	4	57%	$17,500	11
Engineering	14	8	6	5	83%	$29,412	9
General Studies	241	95	105	63	60%	$24,000	139
TOTAL	423	178	183	114			246

APPENDIX

1988 MARYLAND COMMUNITY COLLEGE FOLLOW-UP SURVEY

GRADUATE FOLLOW-UP SURVEY
MARYLAND COMMUNITY COLLEGES

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve programs. Please complete the survey and return it in the stamped envelope provided. Additional comments are welcome. All answers will be strictly confidential. Thank you for your assistance in helping us evaluate our programs and services.

o o *(Please make corrections if necessary)*

_____
Name

_____
Address

o o _____

A. What is your current work/education status? (Check all that apply.)

[ ] 1. Employed full-time (35 or more hours per week)
[ ] 2. Employed part-time
[ ] 3. Full-time student (12 or more credit hours)
[ ] 4. Part-time student
[ ] 5. Active military service
[ ] 6. Full-time homemaker
[ ] 7. Unemployed and seeking a job
[ ] 8. Retired

B. Below are a number of reasons for attending a community college. Please rate how important each was to you. For each item, circle the number that most clearly reflects your opinion.

	Reason		
	Very Important	Somewhat Important	Not Important
1. Prepare for entry into first career	1	2	3
2. Prepare for entry into different career	1	2	3
3. Update skills for current job	1	2	3
4. Prepare for transfer to four-year institution	1	2	3
5. Self-enrichment/courses of interest only	1	2	3
6. Explore new occupational area	1	2	3
7. Explore new academic area	1	2	3
8. Obtain salary increase and/or job promotion	1	2	3
9. Earn an associate in arts degree	1	2	3
10. Other (specify) _____	1	2	3

_____

C. Please give the number (from Question B) of the single most important reason for deciding to attend this community college. ____

D. Was your most important goal (indicated in Question C) achieved by the time you graduated from this community college?

[ ] 1. Achieved completely [ ] 2. Achieved partly [ ] 3. Not achieved

E. Did your attendance at this community college contribute to your personal development in the following areas? (For each item, circle the number that most closely reflects your experience.) My experience at this community college:

	A Great Deal		A Fair Amount		Not At All
1. Improved my writing skills	1	2	3	4	5
2. Enhanced my appreciation of art, music, or literature	1	2	3	4	5
3. Increased my ability to use mathematics	1	2	3	4	5
4. Improved my understanding of science and technology	1	2	3	4	5
5. Increased my attentiveness to news and world events	1	2	3	4	5
6. Clarified my educational or career goals	1	2	3	4	5
7. Enhanced my self-confidence	1	2	3	4	5
8. Improved my reading comprehension	1	2	3	4	5
9. Increased my knowledge of other cultures and periods of history	1	2	3	4	5
10. Increased my enjoyment of learning	1	2	3	4	5

F. During the semester(s) you attended this community college, did you:

	Yes	No
1. Work full-time (35 or more hours per week)?	[ ]	[ ]
2. Work part-time?	[ ]	[ ]
3. Take a math skills improvement course?	[ ]	[ ]
4. Take an English skills improvement course?	[ ]	[ ]
5. Take a reading skills improvement course?	[ ]	[ ]
6. Use the job placement services?	[ ]	[ ]
7. Participate in student activities?	[ ]	[ ]
8. Attend primarily as a full-time student?	[ ]	[ ]

G. Please rate each of the following aspects of this community college. (Circle the answer that most closely reflects your opinion.)

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
1. Quality of classroom instruction	1	2	3	4	5	0
2. Class scheduling	1	2	3	4	5	0
3. Job placement services	1	2	3	4	5	0
4. Faculty availability/helpfulness	1	2	3	4	5	0
5. Quality of laboratory equipment	1	2	3	4	5	0
6. Overall quality of college	1	2	3	4	5	0
7. Academic advising	1	2	3	4	5	0
8. Student activities	1	2	3	4	5	0
9. Reading skills improvement courses	1	2	3	4	5	0
10. English skills improvement courses	1	2	3	4	5	0
11. Math skills improvement courses	1	2	3	4	5	0

H. Have you taken courses at another college/university since attending this community college? (Check one)

[ ] 1. Yes, full-time (12 or more credit hours per term)
[ ] 2. Yes, part-time and seeking a degree
[ ] 3. Yes, part-time but not seeking a degree
[ ] 4. No, I have not taken courses at another college/university

IF YOU HAVE NOT TAKEN COURSES AT ANOTHER COLLEGE, GO TO QUESTION R.
IF YOU HAVE TAKEN COURSES AT ANOTHER COLLEGE, PLEASE CONTINUE.

I. What is the name of the college or university you have most recently attended?

_____ at _____
College/University Location/Campus

J. Do you intend to earn a degree at the above named institution?

[ ] 1. Yes [ ] 2. No [ ] 3. Not sure

K. What is your curriculum, program, or major at your current college/university?

_____

L. Is your transfer program in the same academic field as the program from which you graduated at this community college? Academic program is in:

[ ] 1. Same academic field
[ ] 2. Somewhat related academic field
[ ] 3. Different academic field

M. How many credit hours have you completed at your transfer college/university?

_____ credit hours completed

N. What is your overall grade point average (GPA) for credits earned at the college/university you are now attending (based on a 4-point scale)? ___.___ ___ GPA

O. How well did the community college prepare you for transfer? Preparation was:

[ ] 1. Very good [ ] 2. Good [ ] 3. Fair [ ] 4. Poor [ ] 5. Very poor

P. How many credit hours for courses with a "C" or better from this community college were not accepted at your transfer college/university?

_____ credit hours not accepted

Q. Please specify the community college course(s) that did not transfer.

_____ _____ _____

IF YOU ARE NOT CURRENTLY EMPLOYED, GO TO QUESTION Y.
IF YOU ARE CURRENTLY EMPLOYED, PLEASE CONTINUE.

R. What is your current job title? _____

S. Where is your job located? _____
City County State

T. When did you begin your present job?

[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

U. If you are employed full-time, what is your current gross annual salary (before overtime, deductions, and taxes)? All responses are confidential. $_____

V. How well did your community college prepare you for employment? Preparation was:

[ ] 1. Very good [ ] 2. Good [ ] 3. Fair [ ] 4. Poor [ ] 5. Very poor

W. Is your job related to your community college program? Job is in:

[ ] 1. Same field [ ] 2. Somewhat related field [ ] 3. Different field

X. For some programs we would like to contact employers to ask how well they think the community college prepared students for their job. May we contact your supervisor for this purpose?

[ ] 1. Yes [ ] 2. No

Company/Employer's name: _____

_____

Street City State Zip

Supervisor's name and title: _____

_____

Y. If you had to do it over again, would you attend this community college?

[ ] 1. Definitely yes [ ] 2. Probably yes [ ] 3. Not sure [ ] 4. Probably not [ ] 5. Definitely not

Z. If you had to do it over again, would you enroll in the same program?

[ ] 1. Definitely yes [ ] 2. Probably yes [ ] 3. Not sure [ ] 4. Probably not [ ] 5. Definitely not

What did you like best about this community college? _____

_____

_____

_____

What changes could be made to your community college program to improve its services and to help students achieve their goals?

_____

_____

_____

_____

_____

Thank you for completing this questionnaire.
Please return it in the enclosed prepaid envelope.

SECTION II

Results of the Maryland Community College 1988 Graduate Employer Survey:

Anne Arundel Community College in Comparison to its Peer Community Colleges

Results of the Maryland Community College 1988 Graduate Employer Survey

The employer follow-up study is conducted as part of the biennial graduate follow-up survey. The primary purpose of the employer follow-up study is to determine the satisfaction levels of employers of community college graduates. A copy of the 1988 Employer Survey is provided in Appendix A.

Methodology

Since the employer surveys are the second phase of the graduate follow-up study, only the employers of community college graduates are surveyed. There are three additional criteria graduates must meet to be included in the survey sample: the graduates must (1) have been employed full-time at the time of the survey, (2) have been employed in a job directly or somewhat related to their community college program, and (3) have granted the researchers permission to contact their employer. Therefore, the employers who respond to the follow-up survey represent only a small portion of the employers of students who attended or graduated from a community college.

Of the 120 surveys mailed to employers of Anne Arundel graduates, 50 were returned yielding a response rate of 42 percent. Table 1 displays the number of respondents for the 1988 graduate employer survey for Anne Arundel and our FTE-defined peer colleges.

TABLE 1

NUMBER OF EMPLOYER RESPONDENTS:
LARGE COHORT OF MARYLAND COMMUNITY COLLEGES

Community College	Respondents
Anne Arundel	50
Baltimore	34
Catonsville	41
Essex	44
Montgomery	50
Prince George's	78

Of the 50 Anne Arundel graduates that employer surveys were completed on: 64 percent were female; 86 percent were White; 76 percent had an educational goal to earn an A.A. degree; 26 percent had been enrolled in Health-related programs at Anne Arundel, 24 percent in Business Technology, and 18 percent in General Studies.

Results

Relationship of Job to Education

Employers were asked if the employees' community college program was related to the employee's current job. As shown in Table 2, 91 percent of the employers of 1988 Anne Arundel graduates indicated that the employees' community college program was either directly or somewhat related to the employee's current job.

TABLE 2

RELATIONSHIP OF COMMUNITY COLLEGE PROGRAM
TO EMPLOYEE'S JOB

	Respondents	Percent
Closely Matched	28	61%
Somewhat Related	14	30%
Not Related	2	4%
Don't Know	2	4%

Employee Preparation

Using a five-point rating scale, employers were asked to rate graduates in six specific skill areas and then to give an overall rating of the graduates' employment preparation (see Figure 1). Ninety-six percent of the employers rated the Anne Arundel graduates' overall preparation for employment as good or very good--the highest percentage among our state peer colleges. The ratings the Anne Arundel graduates received in the specific skill areas were similarly positive; the one area of concern was with our graduates' writing skills. In comparison to the graduates from our peer colleges, Anne Arundel graduates received the lowest rating in this skill area.

Community College Program
as a Hiring Factor

Employers were asked to indicate the importance of the graduate's program of study in their decision to hire the graduate. The employers responses to this question varied widely by college. Sixty-two percent of the employers of Anne Arundel graduates responded that the graduates' specific program of study was an important or very important hiring factor (see Table 3).

TABLE 3

IMPORTANCE OF COMMUNITY COLLEGE PROGRAM
IN EMPLOYER'S DECISION TO HIRE GRADUATE

	Very Important		Important		Of Some Importance		Of Little Importance	
	N	%	N	%	N	%	N	%
Anne Arundel	19	40%	10	21%	6	13%	12	26%
Baltimore	20	63%	4	12%	7	22%	1	3%
Catonsville	8	21%	8	21%	14	37%	8	21%
Essex	14	38%	11	30%	6	16%	6	16%
Montgomery	12	27%	16	36%	11	24%	6	13%
Prince George's	29	41%	16	22%	12	17%	14	20%

Employer Satisfaction

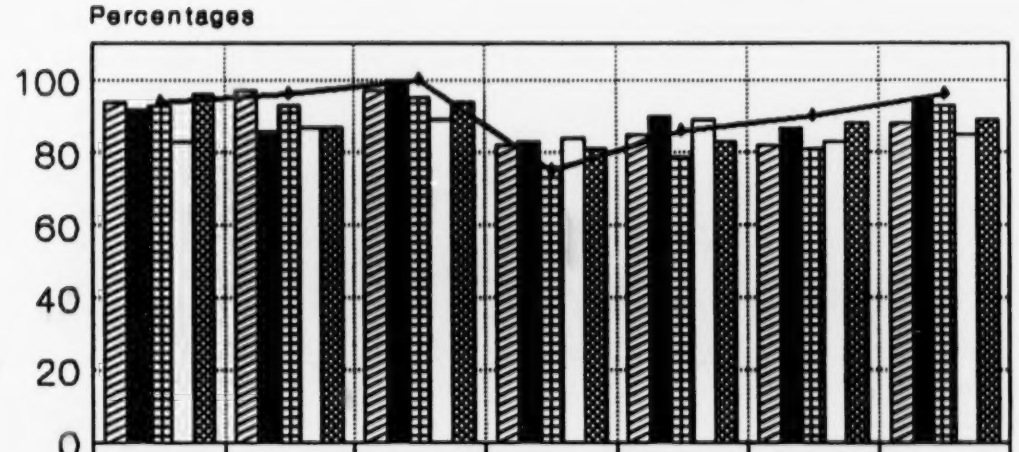
To genuinely test employer satisfaction with community college graduates, employers were asked the following two questions: (1) "In the appropriate circumstances, how likely would you be to hire another graduate from this particular program?" and (2) "For a similar job opening, would you recommend that other employers hire a graduate of this program?" Ninety-two percent of the employers of Anne Arundel graduates responded that it was highly likely or likely that they would hire another Anne Arundel graduate (see Figure 2a). In comparison to the employers of our peer college graduates, only the employers of Baltimore graduates responded more positively (97%). In response to the second question, 92% of the employers of Anne Arundel graduates indicated that that they would strongly recommend or recommend that another employer hire an Anne Arundel graduate--the highest rate among the employers of our peer college graduates (see Figure 2b).

Additional Skills Needed/ Training Assistance

The final two items on the survey were open-ended questions which asked the employers to: (1) specify any additional skills or knowledge that they felt a community college graduate needed in order to qualify for employment, and (2) to describe how the community college can better help them with the training of future employees. The responses to these questions are shown by curriculum in Appendix B. Also included in Appendix B are the comments from the question which asked employers how likely they would be to hire another community college graduate.

Percent of Employers Who Rated Preparation of Graduates As Very Good or Good

1. Job Skills
2. Familiarity with Equipment
3. Ability to Learn on the Job
4. Writing Skills
5. Oral Communication Skills
6. Problem-Solving Ability
7. Overall Employment Preparation



	1	2	3	4	5	6	7
Anne Arundel	94%	96%	100%	75%	86%	90%	96%
Baltimore	94%	97%	97%	82%	85%	82%	88%
Catonsville	92%	86%	100%	83%	90%	87%	95%
Essex	93%	93%	95%	76%	79%	81%	93%
Montgomery	83%	87%	89%	84%	89%	83%	85%
Prince George's	96%	87%	94%	81%	83%	88%	89%

FIGURE 1

2.4

FIGURE 2a

How Likely Would You be to Hire Another Graduate of this Program?

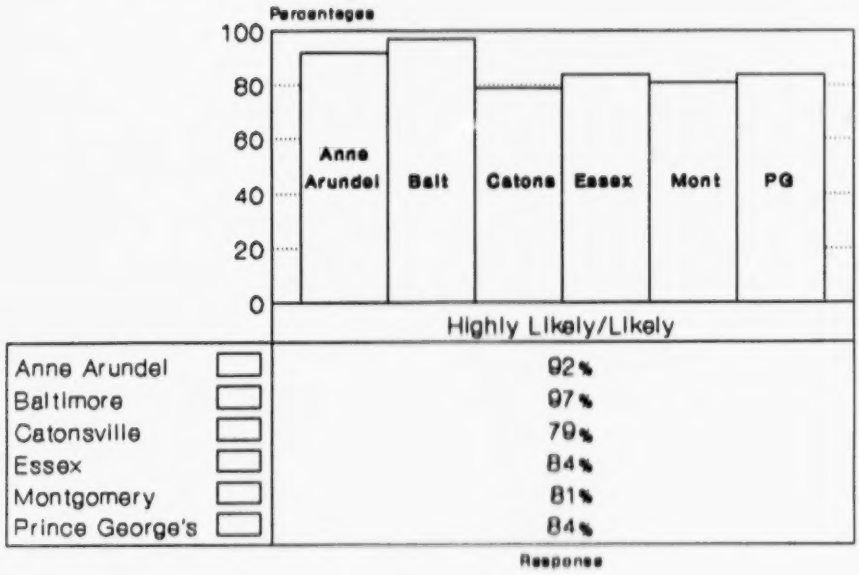
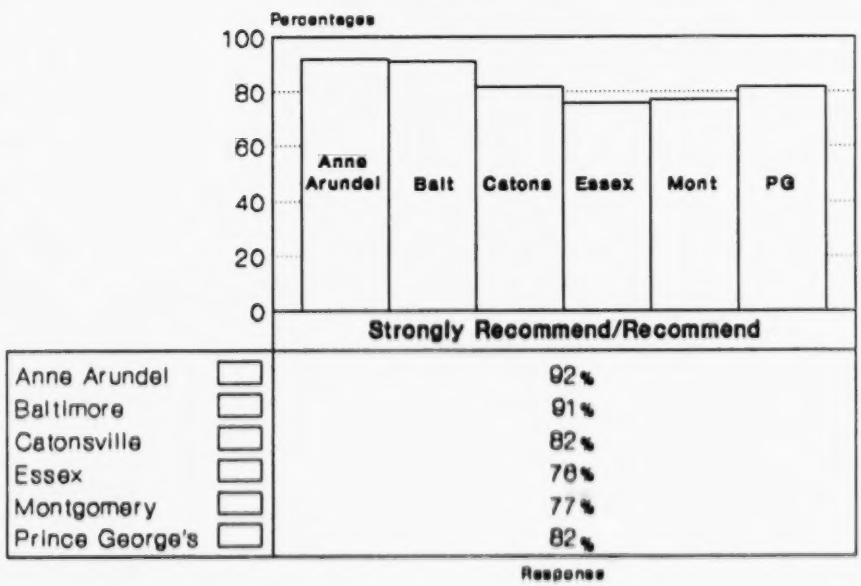


FIGURE 2b

Would You Recommend that Other Employers Hire a Graduate of this Program?



APPENDIX A

1988 MARYLAND COMMUNITY COLLEGE GRADUATE EMPLOYER QUESTIONNAIRE

EMPLOYER QUESTIONNAIRE
MARYLAND COMMUNITY COLLEGES

The purpose of this survey is to help improve community college instructional programs. Survey data are used by the colleges and the State Board for Community Colleges to strengthen these programs. We need you, an employer of one of our recent graduates, to tell us how well the graduate is performing on the job and to evaluate how well this graduate was prepared by the community college for your job. This graduate has given the community college permission to contact you and to ask your assistance in this evaluation. All responses will be confidential.

o o

Name of Graduate

Graduate's Job Title

Program of Study at Community College

o o

A. Community college graduates enter a variety of careers. Based upon your knowledge, is the employee's community college program related to the employee's current job?

1 - Yes, education closely matched job requirements

2 - In somewhat related field; education covered most job requirements

3 - No, in different field; education did not cover most entry job requirements

4 - I don't know

B. In the areas listed below, please rate the preparation of this graduate as compared to other entering employees. Circle the number that most clearly reflects your opinion.

	Very Good	Good	Fair	Poor	Very Poor	Not Applicable
1. Knowledge of specific technical job skills	1	2	3	4	5	0
2. Familiarity with equipment required by job	1	2	3	4	5	0
3. Ability to learn on the job	1	2	3	4	5	0
4. Writing skills	1	2	3	4	5	0
5. Oral communication skills	1	2	3	4	5	0
6. Ability to solve problems related to job	1	2	3	4	5	0
7. Overall preparation for employment	1	2	3	4	5	0

C. Was the graduate's specific program of study an important factor in your employment decision?

1 - Very important
2 - Important
3 - Of some importance
4 - Of little importance

D. In the appropriate circumstances, how likely would you be to hire another graduate from this particular program?

1 - Highly likely
2 - Likely
3 - Perhaps
4 - Unlikely

Comments: _____

_____

E. For a similar job opening, would you recommend that other employers hire a graduate of this program?

1 - Strongly recommend
2 - Recommend
3 - Neutral
4 - Unlikely to recommend

F. Please specify any additional skills or areas of knowledge that you feel a community college graduate should have in order to qualify for your jobs.

_____

_____

_____

G. Please describe how this community college can better help you with the training of future employees. _____

_____

_____

Supervisor completing this survey:

Name: _____

Title: _____

Company/Organization: _____

City/State/Zip Code: _____

THANK YOU!

APPENDIX B

EMPLOYERS' RESPONSES TO OPEN-ENDED QUESTIONS BY CURRICULUM

EMPLOYERS' RESPONSES TO OPEN-ENDED QUESTIONS
BY CURRICULUM

COMMENTS FROM QUESTION D: "In the appropriate circumstances, how likely would you be to hire another graduate from this particular program?"

1. General Studies Curriculum:

   - Attendance shows interest in self improvement.

2. Nursing Curriculum:

   - Very impressed with AACC Nursing Program for preparing graduates for the transition into the "world of nursing" *
   - The graduate is a delightful employee and very conscientious.

3. Business Curriculum:

   - Graduates have an awareness of business and office procedures that greatly assist in quick adaption to a new environment.
   - The graduate was hired before she started program at college.

4. EMT/Paramedic Curriculum:

   - The graduate is a bright individual with an inquisitive nature.
   - Hiring is not done by me. If it was I would hire a graduate from this program.

5. Electronics Technology Curriculum:

   - The graduate is (an) outstanding prospect. If this is an example of the type of student you are turning out, you are doing the right thing.

6. Technology & Management Curriculum:

   - Depends on individual.

7. Food Services & Lodging Curriculum:

   - Yes, with the college know-how's and the hands-on they become more...

8. Mechanical Engineering Technology Curriculum:

   - The graduate initiated efforts to complete this program after having joined our group.

9. Office Automation & Technology Curriculum:

   - My decision to consider someone for hire is not solely based upon education...the person also brings something (personal attributes) to the work place that must be considered.

10. Law Enforcement Curriculum:

- Education is a contributing factor to initial employment, but does not mandate assignments within the Department.

COMMENTS FROM QUESTION F: "Please specify any additional skills or areas of knowledge that you feel a community college graduate should have in order to qualify for your jobs."

1. General Studies Curriculum:

- Courses that teach personal communications skills.
- Accounting/Public Relations.
- Logic (programming) course.
- Knowledge of RPG III, D base, & 'C' languages. Oral communications.

2. Nursing Curriculum:

- Communications skills with NAII or subordinates. Delegation skills to help get things accomplished. Assertiveness training for dealing with pts, families, physicians.*
- The graduate adjusts well to new experiences in this teaching institution. She transferred to my unit from P.I.Ch where she also did well.
- Problem solving.
- Employee management skills. (Supervising techniques with subordinate employees).
- Leadership/assertiveness training.
- This employee has been a L.P.N. for a long time at Mercy and this may show the results.

3. Business Curriculum:

- AA in B&PA is not as important to this job as will be the Financial Acctg AA when completed.
- 1) leadership 2) employee coaching skills 3) business planning.
- Computer specialist.
- General office skills - how to answer phones, type, file

4. EMT-Paramedic Curriculum:

- Report writing - documentation.
- Enhance writing and oral skills. One or two semesters in these areas are not enough.

5. Electrical Engineering Technology Curriculum:

   - Applicability of theory to practical

6. Electronics Technology Curriculum:

   - Teach them how to solder and replace components. Should also educate them about E.S.D. precautions.

7. Engineering Technology:

   - Stronger writing skills

8. Mechanical Engineering Technology:

   - We were happy with the flexibility afforded this graduate in choosing courses to fit the job requirements.

9. Food Services & Lodging Curriculum:

   - Good communications skills. Self motivation and common sense.

10. Health, PE & Recreation Curriculum:

    - Small equipment operation and maintenance.

11. Miscellaneous (Curriculum Unknown):

    - Typing, some computer training (basic).

12. Micro Specialist Curriculum:

    - Desktop publishing.
    - ADP.

13. Computer Science/Information Systems Curriculum:

    - JCL & Utiliities for MVS/OS would be helpful to those working in mainframe environment at our installation.

14. Computer Specialist Certificate Curriculum:

    - Based on the graduate's skills and development, none's needed. Your program seems to be effective. This graduate is the second programmer we have completing courses from AACC.

15. Electronic Data Processing Curriculum:

- Good oral and written communication skills, plus developed human relations skills.
- Better clerical skills, i.e. alphabetizing, being aware that a man and woman living at same address with same last name are usually "Mr. & Mrs.".

16. Office Automation & Technology Curriculum:

- Problem solving & the ability to work independently on office assignments.

17. Education Curriculum:

- Continue as per usual with classes being taught.

18. Law Enforcement Curriculum:

- Graduates entering law enforcement, particularly those who wish to pursue a career in criminal investigations, need a strong working knowledge of Constitutional Law (4th Amend. - Search & Seizure).

19. Medical Assistant Certificate Curriculum:

- Pleasant, social, conscientious, responsible and very committed to the job and...

COMMENTS FROM QUESTION G: "Please describe how this community college can better help you with the training of future employees."

1. General Studies Curriculum:

- Courses of study that are designed to help with personal communication skills.
- Applicant had excellent general skills and needed only minimal training to do this job. The college does a fine job of preparing employees.
- Check with our personnel department for any assistance your school can supply.

2. Nursing Curriculum:

- Interview skills.

3. Business Curriculum:

- Should the opportunity ever exist, I would believe that area business executives would participate in discussion forum on business employment opportunities, including important areas for graduate awareness.
- For this particular acctg job, the acctg courses and computer courses offered by AACC are very adequate.
- Biggest or largest area of need is to develope "people skills". Administration skills are excellent, however, we need to get the job done through people.

4. Electrical Engineering Technician Curriculum:

- Improve knowledge of test instruments and their general purposes.

5. Technology & Management Curriculum:

- Need microwave courses for technicians.

6. Food Services & Lodging Curriculum:

- More food services classes held at Ft. Meade. Ex. sanitation at Ft. Meade.

7. Mechanical Engineering Curriculum:

- Very happy with program.

8. Miscellaneous (Unknown Curriculum):

- Continue the CSO with this dept. as all CSO which have become officers, have been excellent.

9. Micro Specialist Curriculum:

- Keep abreast of technology, which is changing rapidly, in the micro-computer applications field.
- You are doing a good job at present

10. Computer Science/Information Systems Curriculum:

- Keep training current with new developments/technologies. Offer training in the use of software products that shorten the development cycle, such as Telon, 4GL, etc.

11. Electronic Data Processing Curriculum:

- To clear the record, the student is not a graduate yet.

12. Office Automation & Technology Curriculum:

- Keeping abreast of changes in technology and incorporating those changes into your curriculum to keep your courses current.

13. Education Curriculum:

- Offer more educational courses

14. Law Enforcement Curriculum:

- The graduate who wants to have an edge upon entering law enforcement should have a constitutional law background, high oral and written communications skills, a basic understanding of computers and their value in law enforcement and know how to be resourceful.

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